

## St John's ARE History Skills

### Chronology

Developing an understanding of the chronology of people, events, periods or civilisations studied.

By the end of Year 1	By the end of Year 2	By the end of Year 3	By the end of Year 4	By the end of Year 5	By the end of Year 6
Creates simple timelines to sequence processes, events, objects within their own experience. Confidently use vocabulary associated with the past e.g. old and new, then and now	Realises that historians use dates to describe events. Use phrases describing intervals of time e.g. at the same time etc.	Uses and understands phrases such as over three hundred years ago and AD/BC or BCE/CE	Begin to understand historical periods overlap each other and vary in length. Uses more precise chronological vocabulary.	Understands that past civilisations overlap with others in different parts of the world and that their respective durations vary.	Can accurately place civilisations/periods studied in chronological order and may take account of some overlap in duration and intervals between them.
<b>Year 7 expectations:</b> Extend and deepen their chronologically secure knowledge of history and have a well-informed context for wider learning					

### Characteristic Features

Can identify the characteristic features of events, people, periods or civilisations studied.

By the end of Year 1	By the end of Year 2	By the end of Year 3	By the end of Year 4	By the end of Year 5	By the end of Year 6
Recognises that buildings, clothing, transport or technology could be different in the past. Shows awareness of significant features not seen today.	Recognises and describes in simple terms some characteristic features of a person or period studied. Increasingly uses period specific language in explanations	Can describe the main feature associated with the period/civilisation studied mostly using period specific language.	Can give simple explanations that not everyone in the past lived in the same way. Consistently uses period specific language in explanations.	Understands that some past civilisations in different parts of the world have important similarities. Can identify and make links between significant characteristics of a period,/civilisation studied and others studied previously.	Can contrast and make some significant links between civilisations/periods studied. Can give reasoned explanations with reference to significant examples of some connections between ways of life in the different civilisation/periods studied.
<b>Year 7 Expectations:</b> Know significant events, make connections, draw contrasts and analyse trends within periods and over long arcs of time using historical methods and concepts in increasingly sophisticated ways					

## St John's ARE History Skills

### Continuity and Change

Develop an understanding that while many aspects of life changed for people over time, change was not necessarily universal nor occurred at a consistent rate.

By the end of Year 1	By the end of Year 2	By the end of Year 3	By the end of Year 4	By the end of Year 5	By the end of Year 6
Can match old objects to people or situations from the past. Can describe how some aspects of life today differ from the past using simple historical vocabulary.	Can talk about similarities and differences not just between then and now but between then and another then.	Can describe some changes in history over a period of time and identity and some things which stayed the same.	Can describe and give some examples of a range of changes at particular points in history while some things remained the same. Can explain why changes in different places might be connected in some way.	Can give simple explanations with simple examples of why change happened during particular events/periods. Understands that changes do not impact everyone in the same way or at the same time.	Understands that changes in different places and periods can be connected. Has an overview of the kinds of things that impact on history and are continuous through time and the kinds of things impacting change significantly.
<b>Year 7 expectations:</b> Explain why some things have changed whilst others remained the same within and across periods, giving the immediate reasons and results of change and continuity using the terms change and continuity appropriately. Explain that some changes have happened quickly whilst others have happened slowly. Explain that some things can get worse as well as getting better.					

### Cause and Consequence

Develop an understanding that changes in the past usually resulted from several factors and that the consequences of those changes affected people differently, or not at all, depending on a range of other factors,

By the end of Year 1	By the end of Year 2	By the end of Year 3	By the end of Year 4	By the end of Year 5	By the end of Year 6
Can give simple explanations why a person from the past acted as they did and talk about the consequences of those actions.	Can describe in simple terms the causes and/or consequences of an important historical event offering more than one example of its results.	Can describe the causes and/or consequences of an important historical event offering more than one example of its results.	Can describe with simple explanations different types of causes seeing that events happen for different reasons and not just human action.	Can explain consequences in terms of immediate and longer term effects and/or that people were affected differently. Can link causes or explain that one cause might be linked to another making an event much more likely to happen.	Can explain the causes and consequences of quite complex events even though that might still link some in a simple way.
<b>Year 7 Expectations:</b> Explain a number of causes for an event, connecting reasons to actions. Explain a number of consequences of an event, connecting actions to the consequences. Suggest relationships between the causes. Suggest a reason why one cause/consequence might be more important or equally important.					

## St John's ARE History Skills

### Historical Significance

Develop an understanding that significance in historical terms implies that the impact of an event, person's actions or change was widespread, wide ranging or lasted for some considerable time (possibly into the present).

By the end of Year 1	By the end of Year 2	By the end of Year 3	By the end of Year 4	By the end of Year 5	By the end of Year 6
Can recognise and describe special times or events for family and friends.	Can recognise and talk about who was important e.g. in a simple historical account.	Understands that events, people and developments are considered significant if they resulted in change (had consequences for people at the time and/or over time).	Can identify significance reveals something about history or contemporary life.	Can use criteria to make judgements as to the significance of events, people or developments within a particular historical narrative.	Can make judgements about historical significance against criteria. Recognises that historical significance varies over time and by the interpretations of those ascribing that significance (provenance).
<b>Year 7 expectations:</b> Give reasons why an event may be seen as historically significant e.g. impact causing change. Compare the significance of events using criteria using set criteria like Christine Council's 5 Rs.					

### Historical Interpretation

Building an understanding that all history is to some extent a construct, the reliability of which depends upon the type and range of evidence available about a person, period or civilisation and the aims or view of those that develop that construct

By the end of Year 1	By the end of Year 2	By the end of Year 3	By the end of Year 4	By the end of Year 5	By the end of Year 6
Can identify and talk about different accounts of real historical situations.	Can identify and talk about differences in accounts relating to people or events both from this time (primary source) and from the present (secondary source).	Can recognise differences between versions of the same events and give a simple explanation of why we might have more than one version.	Can describe how different interpretations arise. Understands that historical understanding is continuously being revised. If we find new evidence we have to rewrite the past.	Understands that different accounts of the past emerge for various reasons - different people might give a different emphasis. Understands that some interpretations are more reliable than others.	Understands that all history is to some extent a construct (interpretation) and can identify a range of reasons for this. Understands that interpretations can be questioned on the grounds of the range of evidence used to support them or due to the aims of the creator of the interpretation (provenance).
<b>Year 7 Expectations:</b> Suggest reasons for the differences in interpretations based on the origin or purpose or time of the historian's view or representation with an explanation which might include what the author has left out to persuade people of their view. Use some knowledge to explain why they think their interpretation is correct or limited.					

**St John's ARE History Skills**  
**Historical Enquiry**

Develop an understanding that while many aspects of life changed for people over time, change was not necessarily universal nor occurred at a consistent rate.

By the end of Year 1	By the end of Year 2	By the end of Year 3	By the end of Year 4	By the end of Year 5	By the end of Year 6
Year 7 expectations:					